

**Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Mills College

Dates of Visit: March 8-11, 2009

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of *Accreditation with Stipulations* was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The total team reviewed the nine Common Standards. Seven of the standards were "Met." **Standard 2: Unit and Program Assessment and Evaluation** and **Standard 9: Assessment of Candidate Competence** were "Not Met."

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for each of the programs. Following these discussions of each program reviewed, the total team considered whether the program standards were Met, Met with Concerns or Not Met. In the Single and Multiple Subject Programs, nineteen standards are "Met," with two standards "Met with Concerns." The Education Specialist Early Childhood Special Education Level I Program has 24 standards all of which were determined to be "Met." The Early Childhood Special Education Level II program has seven standards all of which were determined to be "Met." The Administrative Services Credential Tier I had 13 standards "Met," one standard "Met with Concerns," and one standard "Not Met". The Administrative Services Credential Tier II Guidelines Based Program had three guidelines "Met" and four guidelines "Met with Concerns."

Overall Recommendation – Accreditation with Stipulations

The team identified concerns about program operation, but the concerns are primarily focused on matters of documentation of systematic evaluation of program operation and consistent documentation of student performance. These concerns were not related to the elements of curriculum effectiveness, fieldwork experience or candidate competence. The evidence available suggested programs prepare candidates to function effectively in placements appropriate to their credential. However, the accreditation recommendation reflects the findings of the team that

there was not systematic, consistent, unit-wide **documentation** of program effectiveness and candidate competence.

Stipulations:

- **Common Standard 2**

That the School of Education, in order to provide documentation of program effectiveness, develop and implement a unit-wide assessment system and consistently apply that system across the unit programs.

- **Common Standard 9**

That the School of Education develop and implement a unit-wide system to document the competence of candidates, in relation to all aspects of competence identified in the Commission-adopted program standards for all programs within the unit.

- **MS/SS Standard 2 Collaboration**

That the Multiple and Single Subject programs involve partners to collaborate in developing program policies and reviewing program practices. The unit needs to involve constituents such as (but not limited to) business representatives and teachers' bargaining agents.

That the institution provides evidence about actions taken to address stipulations within one year of the date of action by the Committee on Accreditation.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

Initial/Teaching Credentials	Advanced/Service Credentials
Multiple Subject Single Subject Education Specialist Credential: Early Childhood Level I	Administrative Services Preliminary Professional–Guidelines Based Education Specialist Credential: Early Childhood Level II

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Mills College be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Mills College continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

James Richmond
California State University, Chico

Common Standards Cluster:

Anne Jones
University of California, Riverside

Daniel C. Elliott
Azusa Pacific University

Basic/Multiple and Single Subject:

Chris Renne
California State University, Fullerton

Charles Weber
El Tejon USD

Administrative Services Credential, Level I & II

Cynthia Fernandes
Acton-Agua Dulce Unified School District

Educational Specialist Credential, Early Childhood Level I and II

Peter Kopriva
Fresno Pacific University

Staff to the Visit

Cheryl Hickey
Terry Janicki

Documents Reviewed

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-up Survey Results
Needs Analysis Results

Field Experience Notebooks
Schedule of Classes
Advisement Documents
Faculty Vitae
Websites
College Annual Report
College Budget Plan

Interviews Conducted

	TOTAL Interviews
Program Faculty	38
Institutional Administration	17
Candidates	48
Graduates	16
Employers of Graduates	16
Supervising Practitioners	17
Advisors	4
School Administrators	7
Credential Analysts and Staff	2
Advisory Committee	7
Total	172

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Mills College is a small undergraduate liberal arts college for women at the undergraduate level and men and women at the graduate level. Nearly 1,500 students are enrolled at Mills. About 1,000 of these are undergraduate students and the other 500 are graduate students. The institution is located in the urban center of Oakland, California. Mills College was founded in 1852 and chartered in 1885. The 135-acre campus is located directly across the bay from San Francisco.

In light of Mills' mission to educate women and to enable them to reach positions of leadership, the programs at Mills seek talented applicants to support and further the goals of the College. However, programs are not limited to women at the graduate level.

Education Unit

Mills offers an undergraduate baccalaureate degree to women as well as more than 10 graduate programs open to both women and men. Mills College offers basic Multiple and Single Subject Credential Programs, an Education Specialist: Early Childhood Credential Program Level I and Level II, a Preliminary Administrative Services Credential Program (ASC) and a Professional Clear Administrative Services Credential Guidelines-based program. While the Mills School of Education enrolls the largest number of graduate students at Mills, in comparison to state colleges, state universities, and many private institutions, the number of students enrolled is relatively small.

The School of Education is very fortunate to have a laboratory school for preschool and elementary level children on site. The facility provides many opportunities for candidates to observe teaching practice and is one source of placements for candidates during the student teaching experience.

Table 1
Program Review Status

Program Name	Number of program completers (2006-07)	Number of Candidates Enrolled or Admitted
Multiple/Single Subject	35	38
Education Specialist/Early Childhood I & II	5	5
Administrative Services Credential Level I	5	5
Administrative Services Credential Level II	8	8

The Visit

The visit to Mills College began on Sunday, March 8, 2009 at noon. The team members met at the hotel and were transported to the campus. A team meeting, document review and orientation to the programs offered by the institution took place on Sunday afternoon. In addition, team members began interviewing stakeholders. Data collection continued on Monday and through Tuesday. On Tuesday morning, the team lead presented the Mid-Visit Report to the Dean and Associate Dean. Tuesday evening the team met to discuss all standards and programs. Consensus was reached on all standard findings and an accreditation recommendation. The Exit Report was held on the campus at 11 a.m. on Wednesday, March 11, 2009.

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Finding

According to the institution's common standards report, documents, and presentation by faculty leaders, the Mills research-based vision for K-12 education centers around principles that include social justice and reflective practice. Interviews with employers, candidates, and faculty confirmed that Mills education candidates are reflective about their educational practices.

Faculty and employers reported that all candidates are prepared to function at high levels with regard to the skills called for in the California teaching standards and curriculum frameworks. Credential recommendations are backed up with program director and department chair verification of skill-mastery.

Mills associated stakeholders (i.e. alumni, staff, faculty, etc) have active involvement in the organization, coordination and governance of the Unit's credential programs. However the team found little evidence of involvement with other community stakeholders.

Faculty interviews and administrator presentations, as well as interviews with senior administrators of Mills College all verified that the SOE leadership was fully authorized to undertake any and all activities necessary for unit success.

Credential analysts and program directors interviewed verified verbally and with supporting documents the process followed for submitting credential applications. The process clearly assures that applicants meet the standards for competence and eligibility.

Standard 2: Unit and Program Assessment and Evaluation

Standard Not Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

Interviews with faculty and program leaders indicated that each program assesses program effectiveness through informal discussions and in faculty meetings. Each program director explained a process that was followed. All faculty interviewed described ongoing program assessment, at an informal level (in faculty meetings).

The team found that only one program provided systematic assessment data and analysis. A 2005 School of Education (SOE) self-study report identified a unit-wide systemic assessment plan, however, only one of the three credential programs appear to have followed that system. Some staff members interviewed indicated that this system is still in place and used. However, the administrators interviewed were either unaware of it or said it was not used.

Rationale

The team did not find sufficient evidence about unit-wide assessment data collection, analysis, and use for ongoing program and unit evaluation and improvement.

Standard 3: Resources

Standard Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings

Interviews with the Mills President, Vice President, Provost, Dean and faculty directors verified that the School of Education programs receive an equitable allocation of the college's budget. Faculty interviewed agreed that they receive sufficient resources to offer their classes and all aspects of program support for candidates. Each program leader described having full staff and faculty resources. Resource needs are considered by the program directors, assistant dean, dean, and college administration and usually granted.

The team found from faculty interviews that each faculty member receives a faculty development travel allowance each year. Faculty members are invited to compete for internal study grants for specific scholarly projects. Faculty is invited to apply for a sabbatical leave every seven years.

The SOE is housed in a recently completed building on campus located adjacent to the laboratory school that serves children from infant through the 5th grade. The SOE has ample space for faculty offices and classrooms.

Documents revealed that candidates enjoy access to libraries at Mills as well as Stanford University and other major regional university libraries. In addition, the candidates were provided significant access to online resources.

Standard 4: Faculty and Instructional Personnel

Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

The team interviewed faculty, reviewed documents and vitae, interviewed college administrators finding that all faculty in the Mills education credential programs are highly qualified with degrees, scholarly achievement, and professional experiences relevant to their instructional field.

Social diversity concepts are paramount among the faculty scholarly products and the faculty themselves reflect linguistic and ethnic diversity.

Faculty interviews and an examination of course syllabi for each of the programs validated the keen awareness about California curriculum content standards and frameworks in the curriculum related courses. Candidates interviewed verified and explained their own mastery about content standards and frameworks and about K-12 accountability systems.

Minutes of meetings and faculty interviewed verified weekly collaboration among the faculty members regarding courses, curriculum, and candidate performance of competencies. Faculty also verified the ample resources for faculty development and scholarly inquiry provided by Mills College.

Students evaluate all courses every semester. The dean reviews and reflects on the summaries of data from course assessment forms for full time faculty and the directors and chairs for part time faculty and field supervisors. Interviews with the dean and department chair verified that the programs retain only those faculty members who are consistently effective.

Standard 5: Admission

Standard Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

Faculty and administrative staff interviewed explained that admission criteria and procedures are clearly defined in documents for students, including the handbook and web materials. The staff and faculty discussed these procedures and there was evidence in the form of checklists and student folders that supported the consistency of the procedures. The Commission-adopted requirements are reflected in the materials and are required of all applicants.

The admissions process reflects that applications are actively solicited from diverse populations. The measures used in the admission process include recruitment materials, the Open House format which emphasizes the philosophy of Mills (founded in support of diversity), statements of purpose and personal philosophy that reflect personal commitment to diversity, and personal interviews by faculty reflecting diversity.

The unit's admissions process includes verification via oral interview and documentation that ensures that candidates have field experiences prior to entering the program. The statements of purpose and personal philosophy reflect sensitivity to diverse populations. Communication skills are further assessed through the interview process and interaction with the faculty advisor during the admissions process. Basic academic skills for admission are assessed through a review of transcripts with a minimum GPA of 3.0 being required. In addition candidates are required to provide evidence that they have passed the State required content examinations. This evidence and the additional information contained in the application files, such as letters of recommendation, provide evidence of candidates' potential for professional effectiveness.

Standard 6: Advice and Assistance

Standard Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

Evidence for the qualifications of the faculty and other unit personnel to advise applicants is presented in their vitae as well as in annual School of Education reports. Faculty advise applicants and candidates beginning with admission and continuing throughout the program. All faculty are assigned advisees, and all candidates have an assigned advisor, although interviews indicate that candidates may have more than one advisor. This advisement includes academic, professional and personal development, and assistance with each candidate's professional placement. The credential analysts also participate in the monitoring and advising of students.

Examples of accessible information includes handbooks, syllabi, checklists, and email communications. This information is presented to candidates orally and in writing.

Evidence reflected in interviews indicated that candidates receive personally tailored support and assistance, and that some candidates are not retained after significant attempts at support and remediation. Interviews and data on program completers confirm that a small number (1-2 per year total) are counseled out of the programs due to unsuitable progress or fit for the profession.

The team found consistent evidence of ongoing dialogue and feedback to candidates that included the assigned advisor, credential analyst, and program director. The evidence for progress analyzed included course grades, completion of program requirements, and oral dialogue regarding candidate progress conducted at minimum on a monthly basis.

Standard 7: Field Experience and Clinical Practice

Standard Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

Interviews and program documents confirmed a designed and implemented sequence of field-based and clinical experiences. The evidence for partner input and evaluation was provided through interviews; however, there was little formal documentation for this part of the process. Documented data to support sufficient evidence that candidates develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards is extant. However, this aspect of the standard was inconsistent across programs. The team found that the interview process provided sufficient evidence that candidates develop these skills.

Interviews with faculty and program leaders revealed much collaboration in the development of the program plans and assessments. Across programs it appears that primary efforts are made to place candidates where the 'Mills philosophy' is a fit. Interviews with field-based constituents indicated limited opportunities for outside constituents who are not otherwise internally connected to the College (as a graduate, part time instructor, or field service person) to provide input or collaborate.

Planned experiences across programs include multiple opportunities for candidates to understand and address issues of diversity that affect school climate, teaching, and learning – this is foundational to the Mills philosophy and is indicated across program and course documents and confirmed in interviews. Opportunities for candidates to develop research-based strategies for improving student learning were found in all programs but were noted most prevalently in the Early Childhood/Education Specialist program.

Standard 8: District-Employed Supervisors

Standard Met

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Findings

Criteria for selecting district supervisors include both the demonstrable certification and experience in teaching and/or administration.

The criteria above appear to form the baseline for selection of supervisors. Based on evidence gathered during the interview process, supervisors are also selected based on their knowledge and experience in implementing the academic content standards in their instruction, and also based on the Mills advisors' evaluation of the potential for an optimal personal match between candidate and supervisor.

Documents indicate that the training materials for supervisors and the handbooks specify the responsibilities and duties of the supervisory role. Evidence indicates that informal orally-transmitted evaluation of the supervisors is consistently occurring in all programs. However, the team found limited formal documentation of this process.

Standard 9: Assessment of Candidate Competence Standard

Standard Not Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

Interviewees consistently indicated that the quality of candidates prepared by Mills programs is generally high. However, the team found insufficient documentation in writing that demonstrates, validates, and summarizes the overall effectiveness for candidates across programs with regard to “professional knowledge and skills necessary to educate and effectively support all students in meeting the state adopted standards.”

The evidence provided about the Administrative Services program did not include assessment information that was demonstrably tied to the “...Commission-adopted competency requirements...” Candidates interviewed said the administration proficiency standards were not a focus of the program with regard to candidate performance.

The team noted that a unit-wide system plan for assessment of candidate competence was presented within a SOE 2005 self-study report. Some program faculty interviewed said this plan described what they were doing in assessing candidate competence, while others were not aware of the plan and only described the informal parts of this process. The Special Education Program did provide a thorough assessment system involving five steps with consistent components in discussing candidate competencies that is used to make program decisions.

Rationale

The team found that various elements of what could become a unit-wide assessment and data-collection system were shared by administrative staff and program leaders. However, currently these elements are not being consistently implemented unit-wide.

Beyond informal discussion with faculty and evidence from field-related interviewees, the team did not find unit-wide documented evidence that candidates were provided the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards.

Single and Multiple Subject Credential Programs

Findings on Standards:

Mills College features the Teacher for Tomorrow's Schools (TTS) as the modality for preparing single and multiple subject credential teachers. Six key principles provide the foundation for a professional approach of becoming a teacher: 1) the ethic of care; 2) collegiality; 3) reflective practice; 4) constructivist/developmental theory; 5) teaching as a political act; and 6) content knowledge. With a commitment to urban education, equity, and access, candidates become potential change agents in K-12 school settings.

The programs have a well-reasoned rationale that is based on a highly reflective, constructivist theory of teaching that is evident throughout the programs' coursework and field experiences. Mills College single and multiple subject teachers are committed to equity and access, build collegiality, and are prepared to promote change in urban schools. The program is designed to continually build on previously learned knowledge and sequential experiences. As part of the Teachers for Tomorrow's Schools, coursework for candidates from both programs intersects and builds a comprehensive understanding of the K-12 continuum. An extensive and professional support system is implemented by program instructors, university supervisors, and staff members. The accessibility and involvement by faculty and program staff was consistently and positively acknowledged by the teacher candidates, local school district personnel, and school site administration. Employers commented that they seek teachers prepared by Mills College.

The curriculum for both credential programs has extensive emphasis on diversity and access for all students through the strong enactment of the six program principles. Faculty members "practice what they preach" through extensive modeling of lesson planning, teaching techniques, and caring for their students. By using multiple technological tools, candidates develop lessons, create resource documents, and make digital presentations. This demanding, rigorous, and sequenced curriculum can be accomplished in one year with no pre-requisites and can be the first part of a master's program.

A comprehensive system of field supervision and reflection exists for candidates with qualified supervisors and supportive cooperating teachers. Fieldwork is well-rounded and includes experiences with English language learners and students with special needs. Placements opportunities include the on-site lab school, local urban public schools, and charter schools. Also, the lab school provides a rich setting for multiple subject candidates to observe and interact with children. The intensive and sustained fieldwork precedes the student teaching experience. The candidates show that they have a fundamental ability to teach the major domains of the Teaching Performance Expectations.

In the field, candidates are encouraged and mentored then assessed using through multiple opportunities to demonstrate competency in lesson planning, delivery, and reflection. Formal systematic assessments include CBEST, CSET (or subject matter preparation programs for single subject), RICA (MS), and PACT. Additionally, faculty members embrace the extensive use of authentic assessment. Due to the PACT being a newly mandated assessment program this academic year, it is not possible at this time to ascertain whether the processes outlined in Standards 20 and 21 will be fully implemented.

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met with the exception of the following two standards which are “Met with Concerns.”

Standard 1 – Program Design

Met with Concerns

Standard 1(g)

The program design included some planned processes for the comprehensive assessment of candidates. The PACT documents candidate competency in the identified areas; however, competencies that are not specifically included in the PACT such as knowledge of school law are inconsistently assessed.

Standard 2 – Collaboration in Governing the Program

Met with Concerns

Standard 2 (c)

The team found evidence of involvement of partners from schools, community organizations, and grant collaborations. However, insufficient evidence was found concerning the involvement of partners in developing program policies and reviewing program practices.

Standard 2 (e)

The team found limited evidence of purposeful involvement in collaborative partnerships such as business representatives and teachers’ bargaining agents for the design and delivery of programs.

Education Specialist Credential: Early Childhood Special Education: Level 1 and Level 11

Findings on Standards:

The Level I Early Childhood Special Education Specialist Credential program at Mills College was approved by the Commission on Teacher Credentialing in 1999. The Level II Specialist Credential program in Early Childhood Special Education at Mills was approved by the Commission in 2000. Candidates enrolled in this specialist credential program earn a Master of Arts Degree in Education with an emphasis in Early Childhood Special Education. Candidates are able to complete the Preliminary Level I credential in two years and return to Mills to earn the Professional Level II credential following employment in an early childhood special education position that is age and grade appropriate.

The planning and development of the specialist program in early childhood special education at Mills is characterized by a well crafted and coordinated program design that co-joins theory and practice within the field of early childhood special education. The intentional design elements employed within the program assist in the preparation of professionals that are knowledgeable and capable of meeting the diversity of needs exhibited by children and their families in dealing with acute health, education, and life needs support that accompany disability areas. This is especially evident in the program emphasis areas that are available to students who desire to focus their MA in Early Childhood or in Child Life study which prepares them for work in specialized settings including hospitals for those children with critical and life threatening health problems.

The faculty of Mills College is highly regarded by peers, graduates, employers, and candidates. The qualities possessed by Mills faculty include excellence in teaching, writing, community involvement, student advisement, collaboration and consultation. A particular hallmark of the faculty of Mills is the belief and practice of reflection as a necessary element in their teaching and interaction with others. The importance of reflective thinking is instilled in students who themselves highly prize the employment of the practice in their study and work with children and others.

The candidates and graduates interviewed expressed appreciation for the availability, accessibility, and warm and genuine care provided by faculty, staff and administration. Opportunity for interaction and discussion with Mills faculty was mentioned as one of the many advantages of selecting the school as “their” school. Frequent informal and formal advisement is another hallmark of the Mills experience for students. This program strength was noted by every student interviewed during the accreditation visit. The program support staff is highly accessible and supportive in all aspects of student endeavors. Students expressed appreciation for the quality of content and instruction in their classes. Numerous students stated that their selection of Mills was based on the reputation of the school and its faculty and their own personal experiences that involved initial information and advisement regarding the quality of the program. Upon commencement of studies, student impressions of the quality hallmarks were solidified and confirmed. Mills students and graduates express great praise for the quality of their education and preparation for their careers in early childhood education.

The school districts and agencies that are familiar with the special education program in early childhood education at Mills College praise the quality and professional preparation of the graduates of this program. It was stated numerous times by administrators and employers during interviews that Mills students stand out distinctly in their knowledge and skill regarding the needs of infants, young children, and families faced with critical needs in life as well as developmental and educational intervention.

Based on candidates, faculty, employer and field supervisors, document reviews, site visit of the Mills Children's School, and interviews with graduates of the Education Specialist: Early Childhood Special Education: Level I and II, the team determines that all standards are fully met.

Administrative Services Credential Program

Preliminary Administrative Services Credential Tier I

Findings on Standards:

The Preliminary Services Credential Program at Mills College is designed to provide candidates with a rich opportunity to learn, demonstrate, practice and reflect on administrative practices and instructional responsibilities of site leadership. The program reflects the faculty's strong commitment to student achievement and dedication in fostering partnerships with the local school districts whose sponsorships of Mills graduates result in the roles of field supervisors, adjunct faculty members and advisory committee members.

The program is comprised of eight prescribed courses, along with a fieldwork requirement at the end of Tier I coursework. A review of program syllabi and interviews with program faculty and candidates provide evidence of performance domains that foster the development of candidates as professional site supervisors. Curriculum is geared toward development of practical decision making, knowledge of state and local assessments and working with and nurturing the school community.

Throughout coursework and through fieldwork experiences, candidates gain insight into the development of professional perspectives on educational theory and practices which shape the whole educator. The Mills College approach of the "educator as a reflective, constructive practitioner" is evident throughout the many strands of the ASC program. This approach is effective in meeting the learning needs of today's diverse student population. Considerable reflective practice is stressed in the fieldwork component of administrative training.

Reflective assessment is uniform throughout the program. Students are expected to develop their "inner ethics in moral decision making." They are required to demonstrate reflection within a scope of activities. They participate in Socratic seminars which stress "difficult conversations" and are required to synthesize data and produce evaluative decisions which characterize their administrative training. Candidates are aware of and incorporate state standards, frameworks, administrative performance standards and assessment tools as an integral part of their professional knowledge.

Candidates in the fieldwork component are monitored on a consistent basis; however, formal individualized mentor plans are minimally utilized. There is a strong link among the university, the field supervisor and the candidate in relation to performance, administrative activities and needed improvements. Culminating fieldwork projects are assigned and monitored throughout the fieldwork experience. University site supervisors are involved in the process of monitoring and completion of this activity.

Upon completion of the Tier I program, candidates are recommended for the Preliminary Services Credential through the careful monitoring of the program's credential analyst. Candidates' coursework is verified through the university's admission office.

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team

determined that all program standards are met with the exception of the following: Standard Eight: Met with Concerns; Standard Nine: Not Met.

Standard 8: Guidance, Assistance and Feedback

Met with Concerns

8a: While guidance, assistance and feedback from program faculty are evident in the program, there is insufficient evidence that these components are aligned with or based upon the Standards of Candidate Competence Category III of the administrative services standards.

8b: While there is ample evidence of support of candidate performance, formalized assessment practices are inconsistent among supervising administrators, program supervisors and the candidate.

8d: There is no evidence of formalized final field experience candidate evaluations.

Standard 9: Assessment of Candidate Competency

Not Met

9a: There is insufficient evidence that the candidates' assessments are based upon the components of the Standards of Candidate Competence Category III of the administrative services standards.

9b: There is no evidence of a documented, systematic summative assessment procedure throughout the program.

9d: While reflective assessment is heavily utilized throughout the program, the team found few examples other types of assessments.

9e: The team found no evidence of systematic procedures for summative assessment.

9g: There is no documented evidence that thorough records are maintained.

9h: There is no evidence of periodic staff evaluations of assessment practices.

**Administrative Services Credential Program
Professional Clear Credential Tier II
(Guidelines Based)**

The Professional Clear Credential Tier II Administrative Services Program at Mills College is a practical, performance based program which utilizes the knowledge base introduced in the Tier I Administrative Services Program. Candidates are expected, upon the completion of coursework, to demonstrate their leadership vision in a fieldwork experience which culminates in a final school based project.

The dedication of the program faculty and program support staff is clearly exhibited through every aspect of the program. Their accessibility and constant support is acknowledged and appreciated by Tier II candidates.

It is clear that the Professional Clear Tier II Credential Services Program at Mills College produces a well-trained administrative professional who exemplifies the theory of the “reflective, constructive practitioner.”

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program guidelines are met with the exception of the following: Guidelines 2, 4, 6 and 7: Met with Concerns

Guideline 2: Evaluation of Program Quality

Met with Concerns

The team found insufficient evidence of formalized, ongoing evaluation of the quality and effectiveness of the program.

Guideline 4: Individualized Mentoring Plan

Met with Concerns

There was insufficient evidence that individualized mentor plans were used consistently for all program candidates.

Guideline 6: Mentor Qualifications and Assignments

Met with Concerns

There is insufficient evidence of formalized evaluation process for lead mentors.

Guideline 7: Assessment of Candidate Competence

Met with Concerns

The lack of formalized mentor plans results in inconsistency in applying candidate competency standards.